



William Gilpin Church of England VA Primary School

Accessibility Plan 2016 - 2019

At William Gilpin Church of England VA Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

William Gilpin Church of England VA Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The William Gilpin Church of England VA Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The William Gilpin Church of England VA Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through FGB.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **Head Teacher**
- **School Business Manager**
- **Caretaker**
- **SENCo**

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Strand 1 - Increase Assess to the Curriculum

Objective	Activity	Timescale	Success Criteria	Review
To meet the needs of specific pupils.	<ul style="list-style-type: none"> ▪ SENCo to liaise with pre-schools and parents of new intake to establish need. ▪ SENCo to co-ordinate with outside agencies. ▪ SENCo to liaise with HT to review resources required. 	As required	Individual PIP's reflect individual child's needs and the relevant actions required.	
Ensure staff understand reasonable adjustments required to meet the needs of individual pupils	<ul style="list-style-type: none"> ▪ SENCo to discuss pupils and their needs with staff ▪ Consider implications for planning and support staff 	As required	Planning to reflect reasonable adjustments required to ensure all children can access the curriculum appropriately.	

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<p>Ensure that SEND pupils and pupils with medical needs can participate in all school trips and residential visits and after school clubs wherever possible.</p>	<ul style="list-style-type: none"> ▪ Staff to plan trips/clubs with needs of children in mind ▪ Liaise with HT SENCo and parents to consider reasonable adjustments required and any restrictions. ▪ Liaise with event providers and agree reasonable adjustments where possible. ▪ Risk assessments to be completed for individual pupils when reasonable adjustments can safely be made ▪ Where visit/trip not deemed suitable for specific child agree provision for duration ▪ Liaise with outside agencies to signpost clubs. 	<p>As required</p>	<ul style="list-style-type: none"> ▪ All pupils are able to go on trips and visits if it is safe to do so. ▪ Children will be able to access and participate in school clubs with some reasonable adjustments as appropriate. ▪ Disabled children able to access horse riding and other additional opportunities. 	
<p>Training & links</p>	<p>Provide appropriate and relevant ongoing training all staff on matters of inclusion – LA training,</p>	<p>Summer 2016 – reviewed annually</p>	<ul style="list-style-type: none"> • All new staff have the appropriate skills, knowledge and understanding to support pupils. • Where gaps are identified training is provided. 	

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Strand 2 – Improvements to the Physical Environment

Objective	Activity	Timescale	Success Criteria	Review
Improve signage from disabled bay.	Signage to direct people to accessible entrance.	Summer 2017	Clear signage to accessible entrances.	
Improve access to main school reception area.	Highlight edge of step.	Summer 2017	Edge of step more visible to parents and members of the public with visual impairment.	

Strand 3 – Improvements to the Provision of Information

Objective	Action	Timescale	Success Criteria	Review
Improve availability of written material in alternative forms	<ul style="list-style-type: none"> ▪ School to investigate HCC/local services for converting written material into alternative formats or languages. ▪ School to provide enlarged text upon request. 	As required	School will respond positively to requests of information in different formats within a reasonable time frame.	

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<p>Ensure all staff are aware of guidance on accessible formats</p>	<p>Guidance to staff on dyslexia and accessible information.</p>	<p>Inset Day - Spring Term 2017</p>	<p>Staff confident when considering needs of individuals.</p>	
<p>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems or have EAL</p>	<p>The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.</p>	<p>As required</p>	<ul style="list-style-type: none"> ▪ Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website. ▪ Language used is simple with any education terms/jargon avoided or clearly explained. 	